

Praxis II Gifted Education Test Answer Key

<http://www.praxisiitest.com/gifted-education-answers.html>

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1. A. Being gifted can, indeed, create a whole new array of problems for children.
2. C. Gifted students should be given as much freedom with their curriculum as possible.
3. B. Dabrowski identified five areas of common overexcitability in gifted children: psychomotor, sensual, emotional, intellectual, and imaginal.
4. C. Academically advanced students also tend to be more physically and socially developed than their peers.
5. A. A writing portfolio is a way for students to take a holistic look at their coursework.
6. Answer: A. Gifted children are found in all ethnic and social-economic groups. They have an exceptionally high level of *intellectual curiosity* with a need for *precision* in thinking and expression; they process data quickly and learn in an *integrative, nonlinear* manner by making intuitive leaps. At an early age, they show emotional sensitivity, empathy for ideas and people and concern for moral and existential issues. They have a highly developed *code of ethics* and an intense need for the world to be *logical* and *fair*. Gifted children are fascinated with *ideas* and *words*, have an extensive vocabulary and find *multiple meanings* in the simplest concept. They have the ability to think in the *abstract*, see all sides of an issue and offer logical solutions to complex problems. Their minds work in *metaphors* and *symbols* and they often have *difficulty* fitting in because they don't think the way other people do. They are frequently argumentative and have an idiosyncratic interpretation of events.
7. Answer: B. Gifted children are *individuals*. Some are outgoing and socially well adjusted and become effective *leaders* because they are able to earn the trust of their classmates. Others have trouble relating because they view the world differently than most of their peers. They have difficulty making friends and may become *isolated* and *lonely*. Each gifted child utilizes his intellectual curiosity in *unique* ways. However, they share common behavioral characteristics:
 - They have an extreme need for *constant, engaging* mental stimulation. They get bored if information is presented in small segments or they are expected to learn by rote and repetition.
 - They need to explore *all aspects* of a topic. They have to understand the how and why as much or more than the what.

- They have an *insatiable curiosity* about everything. They never stop asking questions.
- They have the ability to shut out all distractions and *focus* on a subject for long periods of time.

8. Answer: A. Because gifted children have *advanced cognitive abilities* and different educational needs, teachers need to develop lessons and activities to *stimulate* their active minds and inquisitive imaginations. Since most public schools are grouped by age rather than learning ability, bringing gifted students together in a single classroom no matter what their ages simplifies the teacher's job; he doesn't have to plan different lessons and activities based on intellectual need as he would in a heterogeneous classroom environment: Plus, like-minded students naturally stimulate each other. *Accelerating* a student to the grade level appropriate to his ability is another option. *Testing* a student on the subject matter before it is presented and then developing lessons and activities that fill in the gaps and challenge his preconceived ideas is another possibility. Allowing gifted students to take *different levels* of schooling at the *same time* and encouraging *extracurricular activities* are other options to consider.

9. Answer: B. Gifted students have active imaginations and their brains are always "on." To prevent boredom and keep their attention, a teacher must *avoid* lag time by preparing a lesson plan that fills the *entire* class period. Moving around, varying voice tone and timber and presenting at a brisk pace all contribute to keeping students' *focused* on the subject matter. Asking *thought-provoking* questions and posing *interesting* scenarios requires critical thinking, stimulates discussion and encourages them to reason things out for themselves. Throwing out *comments* and *quick questions* that only require a one or two word answer keeps them *involved*. Breaking the class into *small groups*, giving each group a specific task and having each one present their findings to the whole class provides a *challenging* change of pace, keeps them involved and helps students learn to work as a team. This is especially important for gifted students because some of them have difficulty relating to and working with others; so they need *practical experience* in this area of their development.

10. Answer: C. Multiple intelligences is a theory developed in 1983 by Dr. Howard Gardner, a Harvard professor of education. He believes *everyone* learns according to one of *eight intelligences*. Adopting and utilizing his theory offers a variety of *teaching tools* to enhance lectures and create activities that spur the imagination and expand learning opportunities. A well-prepared teacher with an interactive lesson plan *already uses* Dr. Gardner's theory. They know, through *experience* and *observation* that students learn in different ways. Teachers lecture (verbal-linguistic intelligence or word smart) requiring students to think conceptually and link facts together (logical-mathematical intelligence or number and reasoning smart) and use pictures, charts and other props (visual-spatial intelligence or picture smart and, depending upon the material, music-rhythmic intelligence or music smart) during the presentation. Many lesson plans include hands-on projects (bodily-

kinesthetic intelligence or body smart and, depending upon the subject, naturalist intelligence or nature smart). Asking thought-provoking questions that encourage lively class discussions (interpersonal intelligence or people smart and intrapersonal intelligence or self-smart) are classroom staples.

11. Answer: B. A performance contract is a *written agreement* between one student or a group of students and the teacher about a specific activity. The contract clearly states the *goal*, explains the *activity*, establishes a *timeline* and describes *who* will do *what* and *how* it will be done. Sometimes the agreement explains the criteria to be used to evaluate the finished product. This tool helps students learn how to *plan* a project and utilize their time more *efficiently*. Not only can the completed project be graded, but also the performance contract itself can be evaluated. The teacher should assess the student's *participation* in setting up the contract, *willingness* to compromise when necessary and general *attitude* about the concept and the process. Performance contracts can be a *great learning experience* for students by teaching them how to *plan* and *prioritize*. When used for a group project, it requires *collaborating* on the details of the contract and *working* with other students to reach a common goal; two activities gifted students sometimes have difficulty managing.

12. Answer: D. In order for a performance contract to be a learning experience, the guidelines for writing one should be very general. The teacher can either give the student a written list of suggestions or better yet, discuss them one-on-one. Some questions that might be used:

What work items are you planning to include?

Where you will find the necessary data? Personal reference books? The Internet? The library? Do you have additional sources?

How long will it take to outline a plan; research the topic; finish the project?

What criteria should be used to evaluate the finished product?

Questions that might be used to evaluate the completed contract:

Is the contract realistic relative to required completion date?

Are the contract questions appropriate to the project objectives?

Were reliable and appropriate sources chosen?

How comprehensive is the plan?

Does the student understand his capabilities and recognize his limitations?

13. Answer: B. A portfolio is a *collection* of the student's work *assembled over a period of time* (six week grading period, one semester, the entire year, etc). Various items can be

include Contracts, copies of completed activities such as papers, presentations and pictures of props, performance assessments made by the student, peers and the teacher, copies of class work and homework, classroom tests and state-mandated exams. A portfolio is a *powerful aide* in assessing the student's progress and an excellent format to present to parents so they can review their child's progress. The decision on what to include should be a collaboration between the student and the teacher. What will be include Examples of best work, worst work, typical work, some of each? Will the student keep a copy as a reference point? Decisions need to be made and rules established as early as possible in the process so progress is accurately and fairly recorded.

14. Answer: B. Once decisions have been made about what will be included, it is important to begin with *baseline data* for comparison as the portfolio grows. Selected material can be placed in a folder or large envelope with the student's name on the front. Each addition needs to be *dated* with an explanation attached stating *why* the item was included and *what* features should be noted. Teachers who use portfolios will often create assignments with the intention of including it in the package. As the contents grow, it may become necessary, because of space limitations, to review the items and remove some daily work and a few quizzes and tests. Once the portfolio is complete, the teacher needs to have a *method to evaluate* the contents and *review the student's progress* in areas such as creativity, critical thinking, originality, research skills, perseverance, responsibility and communication effectiveness. A *checklist* can be useful.

15. Answer: B. Work Products are completed assignments that are evaluated on the topic chosen as well as *creativity, originality, organization, understanding* of the subject matter, *social* and *academic* progress and success in meeting and/or exceeding predetermined criteria; plus any other items deemed important by the individual teacher. Work products can take many *different forms*, including but not limited to; research papers, poems, fiction and non-fiction stories, bulletin boards, video and audio tapes, computer and laboratory demonstrations, dramatic performances, debates and oral presentations, paintings, drawings and sculptures and musical compositions and performances.

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